



Underley Garden

Teaching & Learning Policy

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Teaching & Learning Policy

Underley Garden School aims, through effective teaching and learning, to develop the whole young person, enabling them to become lifelong learners and achieve their highest level of independence.

We recognise that all young people have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every young person is entitled to experience a variety of teaching and learning approaches, thus enabling them to achieve their full potential.

Teaching and learning is of the highest quality and all young people follow a curriculum that is meaningful and relevant to them.

Aims of Teaching & Learning

At Underley Garden School we undertake to:

- raise levels of attainment for all young people, enabling them to achieve their personal best
- develop confident and enquiring learners who are able to make informed choices
- focus on individual needs with personalised programmes regularly reviewed
- make learning an enjoyable experience
- build on strengths, abilities and interests of individual learners
- promote confidence and emotional resilience
- involve and stimulate pupils through active learning
- set achievable and high expectations for all pupils and provide appropriate support
- maintain a positive and nurturing learning environment
- promote each young person's welfare and safeguarding, including e safety

Structure of Learning Opportunities in School

All teaching and learning opportunities are underpinned with specific objectives, based on young people's individual needs. In order to increase motivation we carefully personalise activities to match interests and abilities.

Key stage 1 & 2 follow a broad and balanced curriculum with a particular emphasis on developing literacy and numeracy skills. The wider curriculum is either taught through discreet subjects or through themes that combine subjects together to provide the most meaningful experience.

Key Stage 3 follow a broad and balanced curriculum with a particular emphasis on developing core skills. The wider curriculum is experienced through a thematic approach as well as individual lessons.

A strong emphasis on core skills continues through Key stage 4 along with themes and projects that particularly promote opportunities for teaching and learning in areas of accreditation chosen by young people, including GCSE and E1 & Level 1 Diplomas. In Post 16, Pupils access

English, Maths, Life and Leisure skills as well as personalised learning pathways that are backed by national credit based accreditation which focus on core, vocational, personal and independence skills. Groupings are very flexible within subject areas to reflect preferred learning styles and environment.

The Learning Experience in School and Post 16

This section of the policy reflects the school's expectations regarding planning, preparation, lesson structure and assessment.

Planning for Learning

Medium Term Planning takes place termly by subject teachers, with reference to the National Curriculum, Key Learning Outcomes and the Whole School Long Term Plan.

An agreed Lesson Plan pro forma is available for teachers to use for short term planning.

Teachers:

- provide young people with inclusive, meaningful, purposeful tasks, related to the National Curriculum programmes of study and Key Learning Outcomes
- focus on the development of key skills and outcomes for young people described in their Education and Health Care Plans
- take account of pupils' interests
- enable pupils to learn in a variety of ways and the way which best suits them
- take account of prior knowledge and skills
- use a range of resources to encourage pupils to become independent learners
- evaluate the impact of teaching and course content on their young people's learning and progress, at regular intervals
- share all aspects of the teaching and learning process with everyone involved, acknowledging the importance of a team approach
- maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.

Quality of teaching

All teaching will match or exceed the following:

- young people make good progress and show good attitudes to their work
- planning for lessons is derived from longer term planning that demonstrates clearly how young people are expected to progress in their knowledge, skills and understanding
- teachers demonstrate good subject knowledge which lends confidence to their teaching style and resources used
- young people are engaged and encouraged to work independently

- unsatisfactory behaviour is managed effectively
- challenge is present which stretches without inhibiting
- work is based on accurate assessment that informs young people how to improve,
- work is tailored to the range of young people's needs and enables success
- teaching assistants and other support staff are effectively deployed to support learning
- young people with additional needs have work well matched to their needs, based on good understanding and identification of needs

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Monitoring and evaluation

- Pupils work will be monitored and moderated termly in each of the core curriculum areas by the subject teacher. Regular review of this monitoring is held with all members of the teaching staff during supervisions.
- The Head of School or school advisor will observe each teacher in a specified curriculum area at least once per term.
- The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. Acorn Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter.

Classroom Management and Organisation

Management

A range of learning environments are available that facilitate different styles of learning and the personalised timetables of each pupil:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- Themed and topic work
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and learning environment to suit individuals.

Resources

Each teaching space is equipped with a basic set of resources appropriate to the subject taught. Pupils will be taught how to use appropriate resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Monitoring and Evaluation

The school sets in place a published timetable for its cycle of monitoring and evaluation, which includes termly reviews of planning and lesson observations, which are both planned and unannounced. These link to young people's progress meetings and to performance management. In addition, the Principal and Head of School will conduct unannounced learning walks at regular times across the term which measure informal performance indicators.

Review

This policy will be reviewed on an annual basis to ensure it meet the needs of all learners.